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ABSTRACT

This packet of materials was created to accompany the exhibit "The Sphinx and the Pyramids: 100 Years of American Archaeology at Giza" at the Semitic Museum of Harvard University. The lessons and teacher's guide focus on the following: (1) "The Mystery of the Secret Tomb" where students take on the role of an archaeologist by attempting to solve a real mystery; (2) "Keeping a Record" where students learn what an artifact is; (3) "Working with George Reisner" where students become familiar with the work and life of George Reisner; (4) "Draw the Sphinx" where students draw what they think the sphinx might look like; (5) "Archaeology Puzzle" where students will understand the condition of artifacts when archaeologists find them; (6) "Reisner's Artifacts" where students complete a "lot sheet" similar to those used by archaeologists today; (7) "Create Your Own Cartouche" where students will be able to identify a cartouche and its purpose; and (8) "Working for the Pharaoh" where students will understand the significance of the work of the scribe. (EH)

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ED 388 592

The Semitic Museum at Harvard University presents

The Sphinx and the Pyramids at Giza

Educational Packet

created by Sara Gagliano and Wendy Rapport

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Dear Teachers,

Welcome to the exhibit of the Pyramids and Sphinx at Giza at the Semitic Museum! We think you and your students will love it.

This packet of exciting activities can be completed at the exhibit or in school. We hope you will choose those activities which are most appropriate for your class.

The accompanying teacher's guide includes a list of objectives, suggestions and a map of the exhibit. The map indicates the specific sections within the exhibit referred to in the activity sheets so that you can better direct the students. We also estimated the time required to complete each activity.

Our exhibition hall is small. We suggest dividing the class into teams and having them complete the activity sheets at different stations.

Enjoy your visit! Afterwards, please fill out the evaluation sheet to let us know how we can do a better job. Your suggestions will be valuable as we improve these materials and create new ones for our next exhibit. Please come again.

Life, Prosperity, Health,

The staff of the Semitic Museum

Teacher's Guide

The Mystery of the Secret Tomb

Activity time: (for homework) 20-30 minutes

Learning Objectives:

1. Students will take on the role of an archaeologist by attempting to solve a real mystery.

2. Students will exercise their creative writing skills.

3. Students will become familiar with some of George Reisner's work.

Reisner's theory:

The queen's burial was moved to protect her & the valuables from thieves. Perhaps thieves had already stolen her body, but workers did not tell the Pharaoh in fear of punishment.

The Mystery of the Secret Tomb

George Reisner was an archaeologist who excavated much of Giza. In 1924-1925, the workmen were clearing what is known as "Queen's Street," a street located along the base of the three small queens' pyramids. At the north end of the road, just opposite the first pyramid, they encountered the remains of an unmarked rock entrance.

The shaft descending into the rock substructure was cleared of its solid stone packing up to a depth of 80 feet. At the bottom of the shaft was found a burial chamber that contained an elaborate sarcophagus and the disintegrated remains of a royal burial !

Reisner and his expedition members spent more than a year clearing the burial chamber of this tomb. On their hands and knees, in the heat of their tents and plagued by flies, they meticulously excavated every fragment of the decayed 4,600 year-old furnishings. They carefully recorded the position and description of every fragment and object discovered. This careful recording made it possible to reconstruct the furniture found in the tomb and the hieroglyphic inscriptions inlaid on the wood. These inscriptions preserved the name of the owner of this secret tomb:

Queen *Hetepheres*,
the mother of King Khufu,
the builder of the Great Pyramid.

This dramatic discovery made newspaper headlines all over the world. Even newsreels in local cinemas across the U.S. showed images of the discovery. The Egyptian government provided guards to safeguard the site.

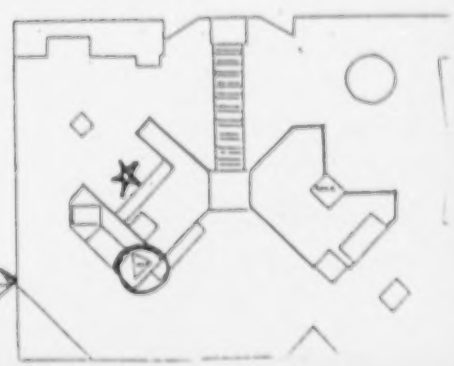
The mystery remained, however, as to why this wealthy burial had been placed in an unmarked tomb.

The coffin, however, was unopened until the chamber had been completely cleared of its contents. But the drama surrounding the burial only increased when the lid of the coffin was raised and it was found to be empty!

What do you think happened? Why was Queen Hetepheres' tomb unmarked? Why was her body missing?

The articles reporting this find are in the exhibit.

Watch the video to hear Reisner's theory.



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The shaft descending into the tomb substructure was cleared of its solid stone packing up to a depth of 90 feet. At the bottom of the shaft was found a burial chamber that contained an alabaster sarcophagus and the disintegrated remains of a *royal burial !*

Reisner and his expedition members spent more than a year clearing the burial chamber of this tomb. On their hands and knees, in the heat of their lamps and plagued by fleas, they meticulously excavated every fragment of the decayed 4,600 year-old furnishings. They carefully recorded the position and description of every fragment and object discovered. This careful recording made it possible to reconstruct the furniture found in the tomb and the hieroglyphic inscriptions inlaid on the wood. These inscriptions preserved the name of the owner of this secret tomb:

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What do you think happened? Why was Queen Hetepheres' tomb unmarked? Why was her body missing?

Teacher's Guide

Keeping a Record

Activity time: 10 minutes

Learning Objectives:

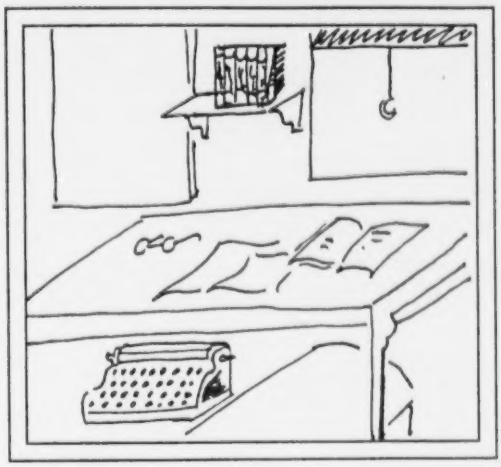
1. Students will learn what an "artifact" is.

2. Students will exercise their drawing skills.

3. Students will understand the importance of organization and accuracy in keeping a record.

(Bonus)

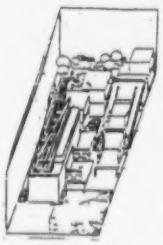
1. Students will be able to distinguish between artifacts from their own time period and those from the past.



Answer Key:

Bonus: video/T.V.

Keeping a Record

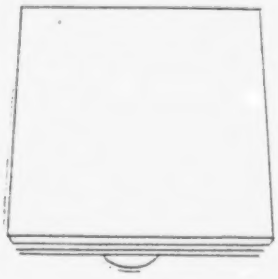


When recording the artifacts they find, archaeologists need to be very organized. This picture from the exhibit shows how George Reisner recorded the contents of Queen Hetepheres' secret tomb. All of the wood had disintegrated; all that was left was the gold that had covered it. He had to record very carefully what he saw in order to understand what he had found.

Students can also look for the part of the exhibit referred to here.

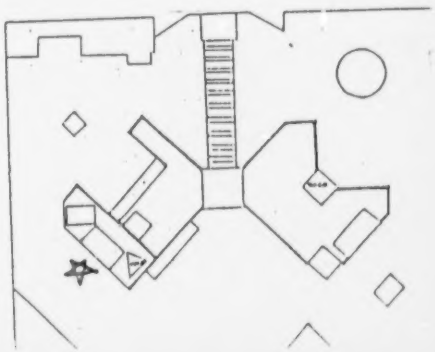
Directions:

You have just uncovered a room which is almost entirely preserved: it looks just like it did when it was in use thousands of years ago. Look at the room behind the glass. Carefully sketch the room the way that you found it. Make an outline of each object and take special note of where each object is located.



Bonus:

The land shifts and changes over time, and so do the people who live in a particular place. For this reason, archaeologists sometimes find two artifacts in the same space from two completely different time periods. Is there an artifact in this area which does not seem to belong to the same time period as the rest?



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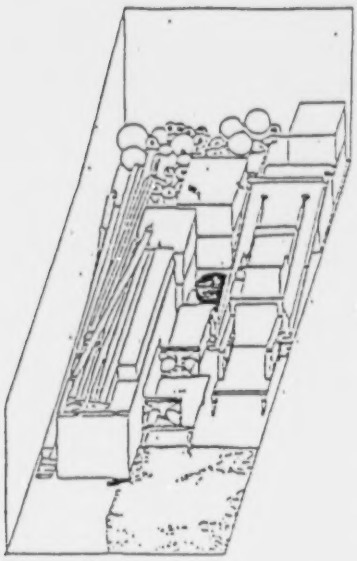

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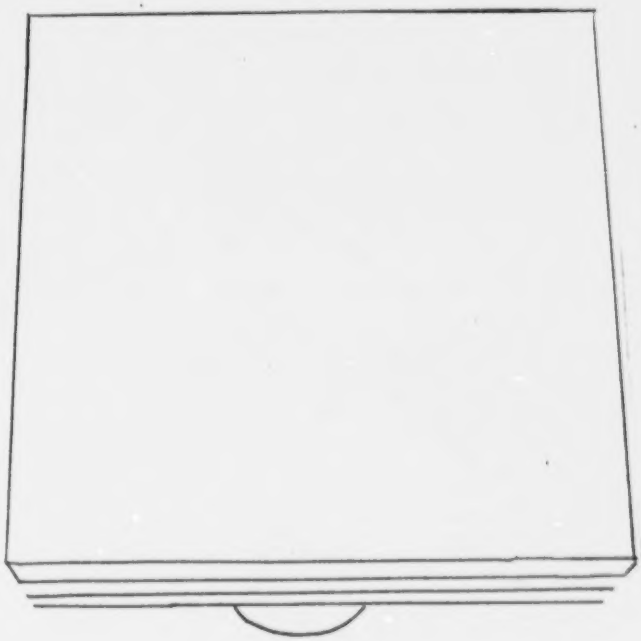

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Working with George Reisner

Activity time: 15 minutes

Teacher's Guide

Learning Objectives:

(Question One)
1. Students will be able to work in a group setting.

2. Students will work together to identify the necessities of an archaeologist and imagine what it was like to work on Reisner's team.

3. Students will become familiar with the work and life of George Reisner.

(Question Two)
1. Students will compare their lives to the life of Mary Reisner, daughter of the archaeologist.

2. Students will be able to imagine Mary Reisner's situation by learning about Harvard Camp.

3. Students will be able to exercise their writing skills in a creative and informal setting.

blanket
matches
books
cards
paper
sun tan lotion
camera

Dear Judy –
Giza's not anything like Boston. It's hot here. There aren't many other kids for me to play with.

I'll send you pictures + a piece of pita bread.
love,
Mary

Working with George Reisner

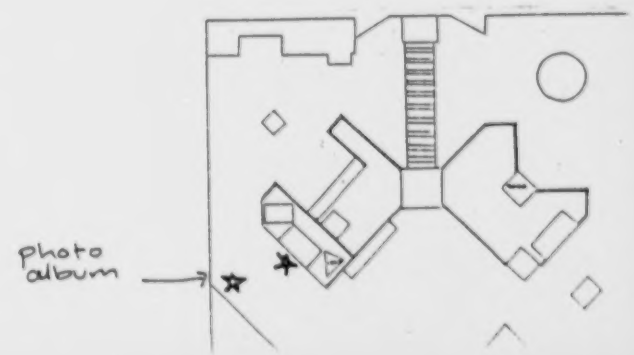
Harvard Camp was built by the men who worked with Reisner. George Reisner and his family lived there the entire time they were in Egypt. Look at the pictures of Harvard Camp on the wall of the exhibit and some photos in the photo album. The room behind the window is Reisner's room. One person described Harvard Camp as a "rather rambling mud and rubble house."

Directions:

1. Look at the trunk by Reisner's desk. You and your teammates are going to Giza to work with Reisner, but you can only bring one trunk for your whole group. Decide as a team what you would bring. It must all fit in the trunk!

2. Pretend you are Mary Reisner, the archaeologist's young daughter. Write a postcard home to your friends explaining what it is like to live at Harvard Camp in Egypt.

You may choose to concentrate on activity one or two, or both.



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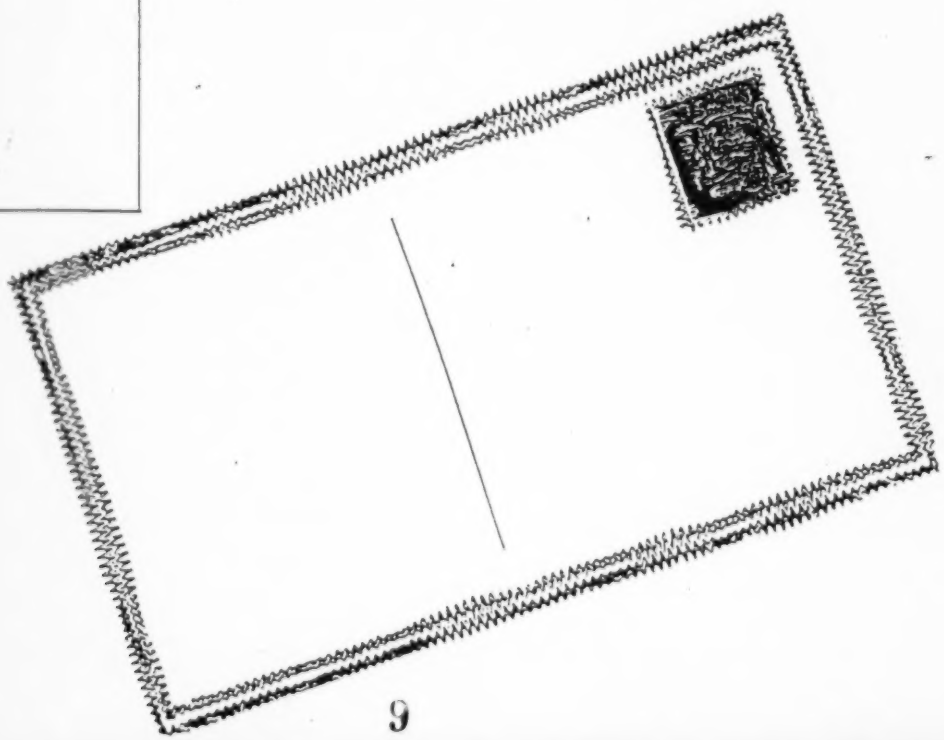


Teacher's Guide

Draw the Sphinx
Activity time: 6-8 minutes

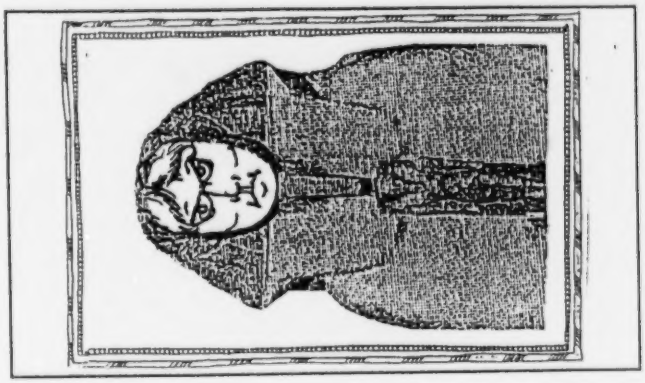
Learning Objectives:

1. Students will be able to identify the Sphinx.

2. Students will be able to analyze various interpretations of the Sphinx.

3. Students will exercise their drawing skills to create their own interpretation of the Sphinx.

(Question 3)
1. Students will observe a computer technique which reconstructs the image of the Spinx.



Draw the Sphinx

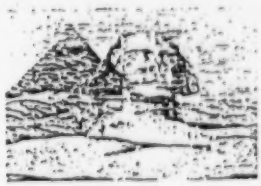
When people travel to places around the world today, everyone loves to bring home pictures. When visitors to Egypt during the last 400 years saw the face of the Sphinx sticking out of the sand, they wanted to bring home pictures, too. They relied on their memories and imaginations to draw what the Sphinx looked like, or might have looked like, in the days of the ancient Egyptians.

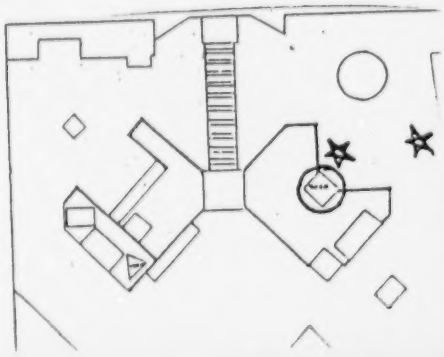
Directions:

1. Look at the small illustrations along the wall. Each sketch is labeled with the name of the artist and the year it was drawn. Which one do you like the most? Why? Which one do you think is the closest to the way the Sphinx really looked?

2. Draw your own idea of what the Sphinx might have looked like. Look at the other sculptures in the exhibit to see how people were depicted. Be able to explain why you drew the Sphinx the way you did. Remember – nobody knows what the Sphinx really looked like; your drawing could be right!

3. You may want to read "Reconstructing the Sphinx" in the exhibit and watch the short video to see how archaeologists are using computers to create a virtual image of the original Sphinx.





Have the students write their names + the date on the bottom of the page. Then, display them in the classroom the same way the renditions are displayed along the wall of the exhibit.

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Teacher's Guide

Archaeology Puzzle
Activity time: 8 minutes

Learning Objectives:

1. Students will be able to work in groups successfully.

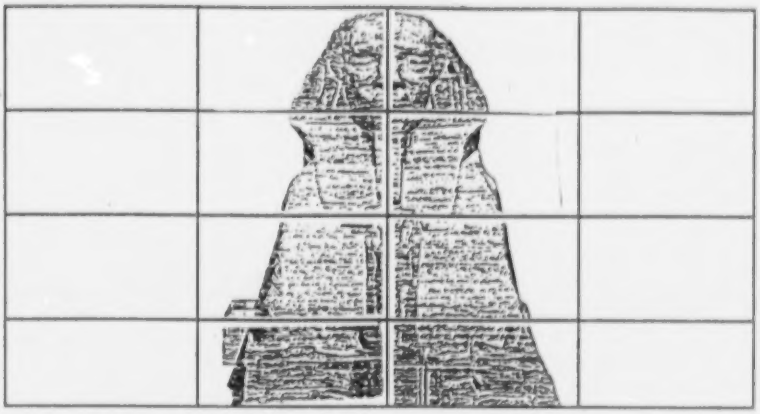
2. Students will work together to complete a task and connect that activity with the work of archeologists and that of pyramid builders.

3. Students will understand the condition of artifacts when archaeologists find them.

4. Students will be able to identify the statue of the Sphinx.

5. Students will reconstruct an image similar to the way archaeologists do.

6. Students will exercise their drawing skills.

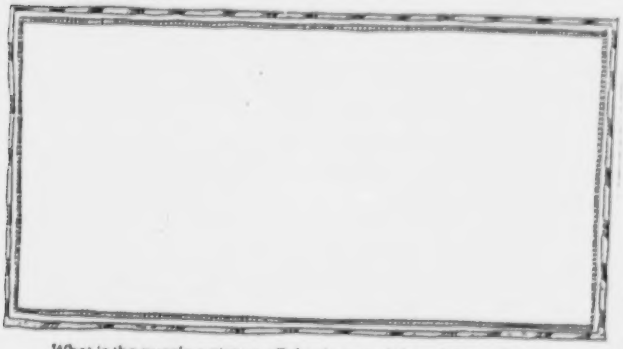


Archaeology Puzzle

Archaeologists rarely find artifacts in their original state. They usually find pieces, which they then have to put together like a puzzle. There is a photograph in the exhibit which was taken as the archaeologists uncovered the pieces of the statue of Menkaure. Some of the pieces were missing. The archaeologists fit some pieces together. Then they estimated what the other pieces must have looked like in order to *reconstruct* the statue.

Directions:

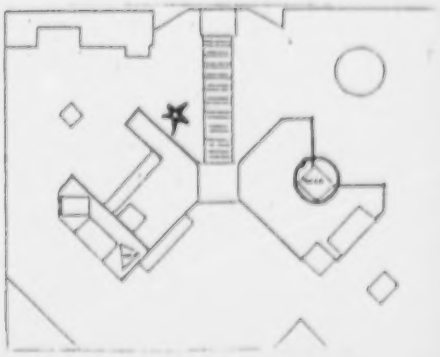
You have in front of you another kind of puzzle, but you will have to use the same kind of thinking in order to put it together. Working as a team, fit the pieces of the puzzle together. Then try to reconstruct the missing piece. Draw what you think that piece would look like below.



What is the puzzle a picture of? Look around the exhibit to figure out where this statue stood in ancient times.

The puzzle is available for use at the museum & the activity can be done anywhere in the exhibit. Don't forget to remove a piece before the students start!

☆ indicates photos referred to in first paragraph on the activity sheet. →



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What is the puzzle a picture of? Look around the exhibit to figure out where this statue stood in ancient times.

Teacher's Guide

Reisner's Artifacts
Activity time: 8 minutes

Learning Objectives:

1. Students will be able to identify an "artifact."

2. Students will complete a "lot sheet," similar to those used by archaeologists today.

3. Students will be able to identify the historical context of the object.

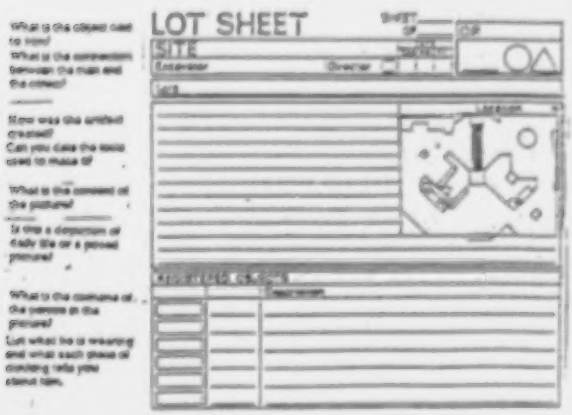
4. Students will be able to analyze the materials used in creating the artifact.

5. Students will determine the significance of details in the photo, exercising their observational skills.

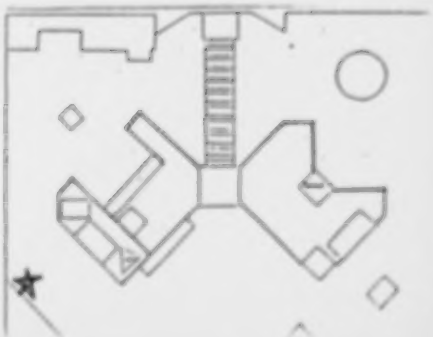
Reisner's Artifacts

An *artifact* is an object created by people which archaeologists study in order to learn more about the culture from which it came. When archaeologists find an artifact, they use the knowledge they have about a particular civilization in order to put the object in context, to decide where in history it belongs.

Directions:
Pretend you are an archaeologist from the year 6745 A.D., that's 4,730 years in the future. You are an expert of ancient civilizations. Look at the artifact in front of you. What can you learn from this artifact? Record your observations carefully in your archaeologist's notebook. Use the questions below to help you analyze the artifact.



← A mounted blow-up of this photo is available to be used at the museum. The activity can be done anywhere in the exhibit.



★ indicates the photo album from which this picture comes. →

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What is the object next to him?
What is the connection between the man and the object?

How was the artifact created?
Can you date the tools used to make it?

What is the content of the picture?

Is this a depiction of daily life or a posed picture?

What is the costume of the person in the picture?
List what he is wearing and what each piece of clothing tells you about him.

LOT SHEET

SHEET_____
OF_____

OP.

SITE

DATE
Day| Mo.| Yr.

Excavator | Director

Lots

Location N

REGISTERED OBJECTS

		Description

Teacher's Guide

Learning Objectives:

(Question One)
1. Students will be able to identify a cartouche and its purpose.

2. Students will be able to define "symbol."

3. Students will be able to identify "Sneferu" and "Queen Hetepheres" and their relationship to the exhibit.

(Question Two)
1. Students will be able to exercise their drawing skills.

2. Students will identify themselves and their roles within society.

(Question Three)
1. Students will choose symbols which represent them and their lives.

Create Your Own Cartouche

Activity time: 10-15 minutes

Create Your Own Cartouche

Around the exhibit, you will see many images that communicate stories and ideas. The cartouche is one example. The cartouche represents a certain person through the use of symbols inside an oval shape. The shape of a cartouche indicates a royal name. The symbols inside are simplified drawings which explain the different roles of the king.

Directions:

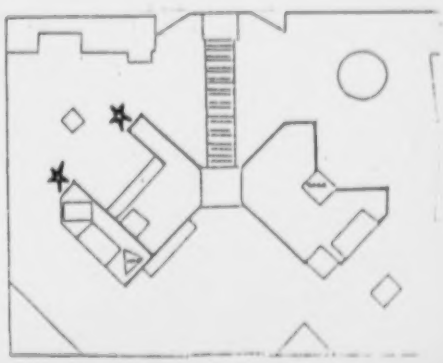
1. Find the cartouches of Sneferu on the wall of the exhibit. These gold panels were originally part of the bed canopy of his wife, Queen Hetepheres. Notice that each panel is entirely encircled by a cartouche. Sneferu was the first king to have his name written inside of a cartouche.

2. Think of the different roles you play.
   Are you a sister or brother? Are you a member of a team? Do you travel? What are your hobbies? Do you have a special job or chore?
   Try to illustrate these roles using symbols. These symbols will represent you as an individual.

3. Choose four symbols to draw in your cartouche. This combination of symbols is unique to you and therefore can be used to represent you. Using four of your favorite colored pencils, illustrate your cartouche on a worksheet.

4. Remember: you may not use any written words or numbers! You must communicate who you are through symbols only!

☆ indicates gold panels mounted on the edge of the wall.



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Create Your Own Cartouche

Around the exhibit, you will see many images that communicate stories and ideas. The *cartouche* is one example. The cartouche represents a certain person through the use of symbols inside an oval shape. The shape of a cartouche indicates a royal name. The symbols inside are simplified drawings which explain the different roles of the king.

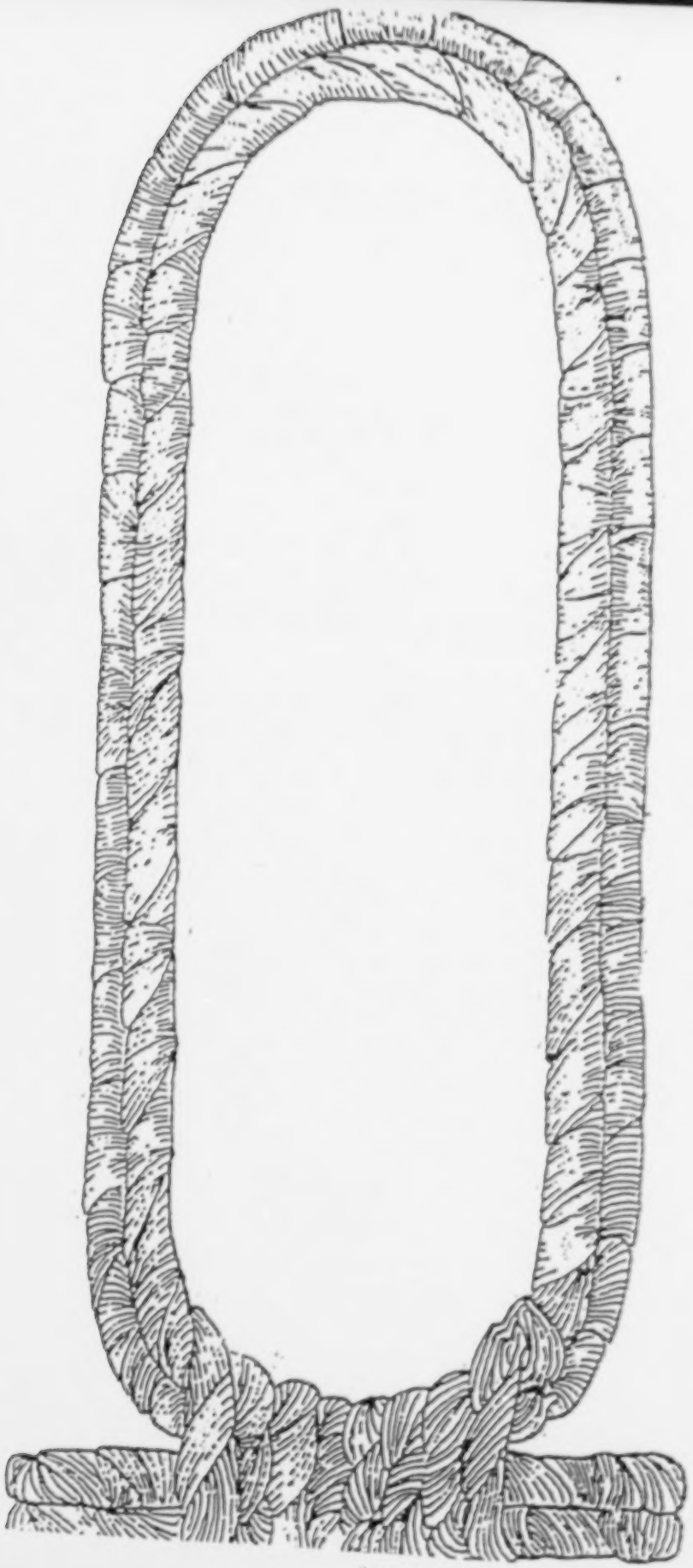
Directions:

1. Find the cartouches of Sneferu on the wall of the exhibit. These gold panels were originally part of the bed canopy of his wife, Queen Hetepheres. Notice that each panel is entirely encircled by a cartouche. Sneferu was the first king to have his name written inside of a cartouche.

2. Think of the different roles you play.
   Are you a sister or brother? Are you a member of a team? Do you travel? What are your hobbies? Do you have a special job or chore?
   Try to illustrate these roles using symbols. These symbols will represent you as an individual.

3. Choose four symbols to draw in your cartouche. This combination of symbols is unique to you and therefore can be used to represent you. Using four of your favorite colored pencils, illustrate your cartouche on a worksheet.

4. Remember: you may not use any written words or numbers! You must communicate who you are through symbols only!



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Teacher's Guide

Learning Objectives:

(Question One)

1. Students will be able to define "scribe."

2. Students will understand the significance of the work of the scribe.

3. Students will be able to identify the anciet process of brewing beer and making bread by deciphering an artifact.

(Question Two)

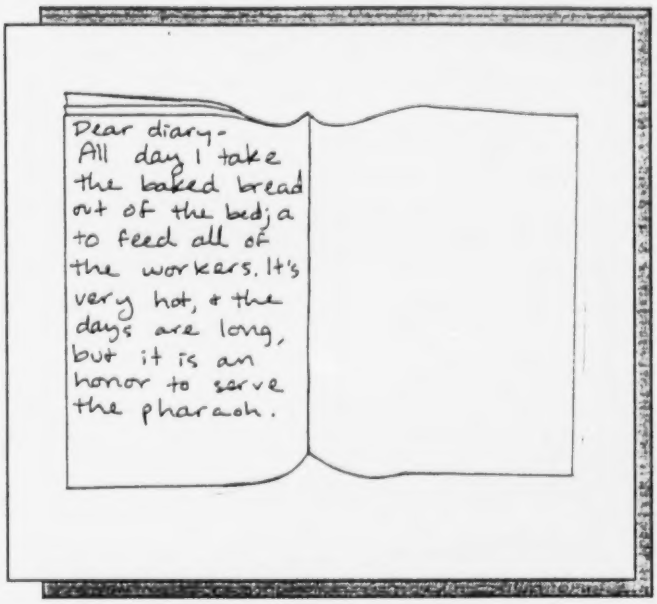
1. Students will exercise their creative writing skills.

2. Students will gain an understanding of various roles in the society of ancient Egypt.

3. Students will imagine that they are part of Giza's ancient society, paying special attention to the role of the worker.

Working for the Pharaoh

Activity time: 10 minutes


Dear diary-
All day I take the baked bread out of the bedja to feed all of the workers. It's very hot, & the days are long, but it is an honor to serve the pharaoh.

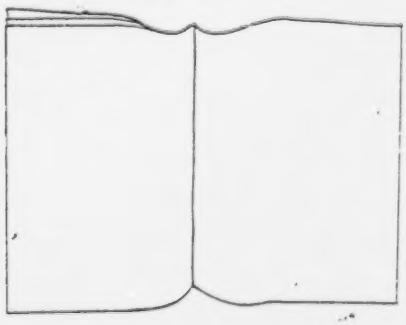
Working for the Pharaoh

Archaeologists are now interested in learning about the lives of not only the pharaohs but also those who served the pharaohs. One way we learn about the daily lives of the workers is through written records. People who could read and write *scribes*, recorded the amount of work done so that the workers could be properly paid. The builders of the pyramids were not paid in money. They received food and probably a place to stay. In order to feed the working community, some workers were needed to produce food, mainly bread and beer. The bakers made bread in bell-shaped pots called *bedja*.

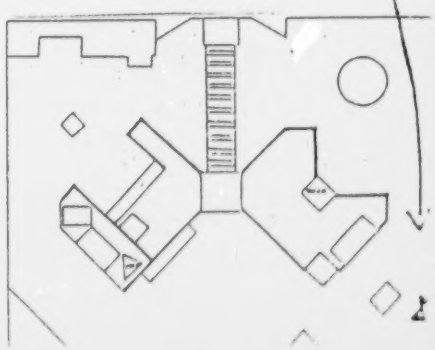
Directions:

1. Look at the illustrations from a 5th Dynasty tomb which are hanging on the wall. Identify the scenes of brewing beer and baking bread. Try to explain part of the bread making process. Where are the scribes? How many are there?

2. Pretend you have traveled back in time 4500 years ago. You work for the pharaoh. Choose one of the jobs which you see depicted on the wall. Then write a letter or a journal entry, telling future historians and Egyptologists what life was like serving the pharaoh.



The whole area around the illustrations from a 5th Dynasty tomb pertains to bread making.



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Evaluation

Teacher's name _____

School's name _____

Grade_____ Date of visit_____

1. Which materials did you choose to use?

   _____
   _____
   _____

2. Which materiais did you find most helpful and why?

   _____
   _____
   _____

3. Is there something which you taught or would have liked your students to learn about which was not touched upon in the materials?

   _____
   _____
   _____

4. How would you improve upon the activity sheets or teacher's guide?

   _____
   _____
   _____

5. Would you recommend this exhibit to other teachers?

   _____
   _____
   _____

6. Overall, did this exhibit act as an educational tool which complimented your basic curriculum?

   _____
   _____
   _____

Thank you!